

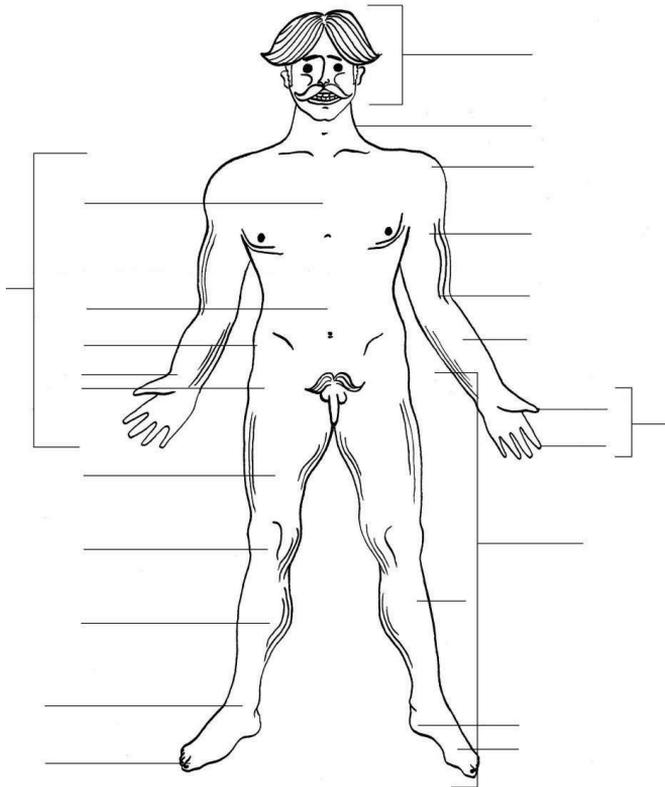
Chapter 4

THE HUMAN BODY / LE CORPS HUMAIN

BUILD YOUR VOCABULARY

Put the following words in the picture below:

abdomen / ankle / arm / calf (pl. calves) / chest / elbow / finger / foot (pl. feet) / forearm / hand / head / heel / hip / knee / leg / lower limb / neck / shoulder / thigh / thumb / toe / upper limb / waist / wrist



NURSING IN ACTION

At the emergency room...

Doctor: Nurse Robbins, could you come over here a moment? Could you look after this patient? He fell off his motorbike and has got cuts, abrasions and **bruises** pretty much everywhere. Luckily, nothing's broken; he was only wearing jeans and a tee-shirt. He's lucky to be alive!

Nurse Robbins: Right, let me have a look at you – well there are some pretty **nasty grazes** on your ankles, shoulders, knees and elbows, and there's a **deep** cut on your eyebrow that'll probably need a few **stitches**. The doctor'll do that when he comes back.

I'll just have to clean the **wound** and disinfect it – I'm afraid this is going to **sting** a little.

Later...

Nurse Robbins: Let me see those grazes. They're quite deep too; I'm just going to clean them, put on some antiseptic **ointment** to help them **heal** and **dress** them. Try to keep the **dressing** dry, and arrange for a community nurse to come to see you twice a week for the next two or three weeks to change the dressing and to make sure there's no infection.

Are you up to date with your anti-tetanus **jabs**?

Word list

bruise

nasty

graze

deep

stitch

wound

(to) sting

ointment

(to) heal

(to) dress (a wound)

dressing

jab

contusion / ecchymose

vilain / méchant

éraflure

profond

point de suture

plaie

piquer

pommade

cicatriser

panser (une plaie)

pansement

piqûre

VIDEO

UPPER LIMB EXAM

<https://www.youtube.com/watch?v=GvykOswWMzI>

Script:

Begin the examination of the motor system by observing the patient's body position **at rest**, and during movement. Also watch for involuntary movements. Next, assess muscle characteristics, beginning with **muscle bulk**. To do this, carefully inspect the muscles of the shoulders, arms, hands, thighs and legs, noting any atrophy. Then evaluate the patient's

muscle tone or resistance to **passive stretch**. Encourage the patient to relax, then take one hand in yours, and while **supporting** the elbow, **flex** and extend the patient's fingers, wrist, elbow and shoulder in one coordinated movement. The patient's arms should move easily and **smoothly** with little resistance. Repeat on the other side. To assess muscle tone in the legs, extend the patient's leg at the knee and move the foot up and down at the ankle. Note the patient's resistance to your movements. Assess muscle strength using force compatible with the patient's strength. Usually, the patient's dominant side is stronger than the non-dominant side. Begin by testing flexion and extension at the elbow by having the patient **pull** and **push** against your hand. Next, test extension of the wrist. Now, test the patient's **grip**. Cross your middle and index fingers to protect them. Then, ask the patient to **squeeze** as hard as possible while you try to **remove** your fingers. Normally, you should have trouble removing them. Continue testing muscle strength by asking the patient to turn his palm down and **spread** his fingers. Check abduction by trying to force them together. Then, test opposition of the thumb. To do this, ask the patient to try to touch the **tip** of his little finger with the thumb while you resist the movement.

Word list

<i>at rest</i>	au repos
<i>muscle bulk</i>	volume musculaire
<i>muscle tone</i>	tonus musculaire
<i>passive stretch</i>	étirement passif
<i>(to) support</i>	soutenir
<i>(to) flex</i>	fléchir
<i>smoothly</i>	sans à-coups / en douceur
<i>(to) pull</i>	tirer
<i>(to) push</i>	pousser
<i>grip</i>	force de préhension
<i>(to) squeeze</i>	serrer
<i>(to) remove</i>	retirer / dégager
<i>(to) spread (one's fingers)</i>	écarter (les doigts)
<i>tip</i>	bout / extrémité

HOW TO... GIVE SIMPLE INSTRUCTIONS

To give instructions, use **the infinitive without to (V)**.

In the negative, use the structure **don't + V**.

Sequencing words are used to link the various instructions: *first, first of all, now, then, after that, next, finally...*

Ex. In order to examine a patient's knee reflexes, you need to give the following instructions: **First, take off** your shoes and trousers. **Now, sit** on the examination table. **Let** your legs hang over the edge of the table. **Finally, relax**. **Don't think** about your legs.

EXERCISES

1. Match the instructions with the reasons given on the right.

<ol style="list-style-type: none"> 1. Open your mouth and say ah! 2. Take off your clothes and lie down on the examination table. 3. Close your eyes and stand on one leg. 4. Bend over and touch your toes. 5. Follow my finger with your eyes. Don't move your head. 6. Put your hand over your left eye and read the letters on the screen. 7. Give me your wrist. 	<ol style="list-style-type: none"> a. I'm going to check your balance. b. I'm going to check your visual acuity. c. I'm going to check your back. d. I'm going to check your abdomen. e. I'm going to check your throat. f. I'm going to check your ocular motor function. g. I'm going to check your pulse.
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2. Translate the following sentences.

1. Quand je l'ai examiné, il avait une énorme ecchymose sur l'épaule droite.
2. Aura-t-il besoin de points de suture au genou ?
3. Serrez mes deux doigts aussi fort que vous le pouvez.
4. Mettez de la pommade sur votre plaie tous les jours.
5. N'écartez pas les doigts. Je veux vous observer au repos.

DO IT YOURSELF

Pair work 1: Student 1: Look at the picture of the human body at the beginning of the unit and describe the position of a part of the body.

Student 2: Say what part of the body it is without looking at the picture.

Ex. Student 1: It is located between the arm and the forearm.

Student 2: The elbow is between the arm and the forearm.

Pair work 2: Student 1 gives instructions as in exercise 1.

Student 2 acts out.

Chapter 5

HISTORY TAKING / L'INTERROGATOIRE DU PATIENT

BUILD YOUR VOCABULARY

present(ing) complaint	What's brought you to our clinic? What seems to be the trouble? ...
history of present illness	What kind of pain is it? When did you first notice these symptoms? ...
past history	Have you ever been hospitalised? Are you taking any treatment at the moment? ...
family history	Are both your parents alive and well? Does anyone else in your family suffer from this problem? ...
social history	Do you drink / smoke / do any sport...? Have you travelled abroad recently? ...
occupational history	What is your job? Are you in contact with any toxic substances? ...

NURSING IN ACTION

A consultation at the outpatients' department...

Nurse: Good morning Mr. Johnston. My name's Nurse Simpson.

Mr. Johnston: Good morning, nurse.

Nurse: Could you tell me a little bit more about your **headache**?

Mr. Johnston: Yes, of course.

Nurse: When did it begin?

Mr. Johnston: About eight days ago, but it's been **getting worse**, and during the last **couple of days**, it's been **unbearable**.

Nurse: Does the headache keep you **awake** at night?

Mr. Johnston: It disturbs my sleep, but I do **manage to** sleep a little.

Nurse: Have you taken anything for it?

Mr. Johnston: Yes, I tried **OTC painkillers**, you know, aspirin and paracetamol, but they didn't do much, I'm afraid.

Nurse: I see, and can you describe the headache?

Mr. Johnston: Yes it's a **throbbing** headache all over the head.

Nurse: Is it worse at any particular time of day?

Mr. Johnston: Yes, it's generally worse at the end of the day.

Nurse: I'd like to ask you about your family history. Are your parents alive and well?

Mr. Johnston: My mother's fine, but my father died of a **stroke** some years ago.

Nurse: I see, and can you tell me what type of stroke it was?

Mr. Johnston: I'm not sure; it happened so suddenly. I'll have to check with the hospital.

Nurse: Tell me, Mr. Johnston, are you taking any medication at the moment for **high blood pressure**, for example?

Mr. Johnston: No, nothing – I've always been pretty healthy.

Nurse: And what about your job, Mr. Johnston, have you been under pressure recently?

Mr. Johnston: Well, we've all been under pressure over the last few weeks. They're talking about closing the factory, so we're all a bit worried.

Nurse: Right, Mr Johnston. Would you take off your shirt? I'd like you to lie down on the examination table. I'm going to check your vital signs.

Word list

headache

(to) get worse

a couple of

unbearable

awake

(to) manage to

OTC (over the counter)

painkiller

throbbing

stroke

high blood pressure (HBP)

mal de tête / céphalée

s'aggraver

quelques

insupportable

éveillé

réussir à / arriver à

en vente libre

antidouleur / antalgique

pulsatile

attaque cérébrale / AVC

hypertension artérielle (HTA)

VIDEO

TAKING A PATIENT'S HISTORY

<https://www.youtube.com/watch?v=FFozOmSWn34>

Script:

Nurse: Good morning!

Patient: Good morning!

Nurse: Could you please **state** your name and your birth date?

Patient: Why are you asking me this?

Nurse: Well, I just want to make sure you are who I think you are.

Patient: That's a good idea! Ron Jones, December 15th, 1955.

Nurse: OK, and this is really just a **safety check** just to make sure I've got the correct patient, and I do. My name's Sue and I'm one of the nurses here.

Patient: Pleased to meet you.

Nurse: Thank you. Er... I'm gonna just be asking you a few questions, a bit of a history, and I may be taking notes, it's just about that. So what brings you to our clinic today?

Patient: I've got a **cough**, well I've had a cough for a while now, this past week, it seems to be getting worse. And I'm **coughing stuff up**.

Nurse: Some stuff, can you tell me about the stuff you're coughing up or the **sputum** you're bringing up?

Patient: It seems yellowish, but maybe sometimes **greenish-looking**.

Nurse: And how are you feeling generally overall?

Patient: Well I feel a bit tired all the time.

Nurse: OK. Are you having any fever or **chills**?

Patient: No.

Nurse: No. Are you on any medications?

Patient: Yes, I had been taking some antibiotics. They didn't seem to do much so I stopped taking them.

Nurse: OK! Well I'm just gonna give you a little information: antibiotics work best when you take the whole **dosage**. If you start and stop them, the bacteria might not be killed and then it can come back and be a little bit stronger. It's one of the medications when you should take the whole dose. And it's usually only seven or ten days at a time but you should take all of it.

Patient: Oh I didn't know that. Thanks for the information.

Nurse: Oh no problem! Back to your cough, are you a smoker?

Patient: Yes I've smoked for a long time.

Nurse: Can you tell me how many years of smoking that is?

Patient: Er... two packs a day, just about.

Nurse: And for how long?

Patient: Thirty-five years now.

Nurse: Have you ever thought about quitting?

Patient: Yes but that's really hard now.

Nurse: Yes I've heard that it is! I haven't experienced that but... I have some information on a smokers' **helpline**, would you like to see that?

Patient: Sure! What have I got to lose?

Nurse: OK! Well I'll give that to you before you leave. I know you told me you don't have a fever, but I would like to take your blood pressure, **pulse**, your vital signs, just before the doctor comes to see you, so is that OK with you?

Patient: Sure!

Nurse: And I'd like to listen to your chest as well. Ok? Well, I'll get that ready.

Word list

(to) state

safety check

cough

(to) cough up

sputum

(to) bring up

greenish-looking

chills

dosage

helpline

pulse

indiquer

mesure de précaution

toux

cracher

expectorations

cracher

d'aspect verdâtre

frissons

posologie

service d'assistance téléphonique

pouls

**HOW TO...
GIVE COMPLEX
INSTRUCTIONS**

To be less direct and more tactful, **modal verbs** are occasionally used:

Would you take off your shirt, please?

Could you lie down on the examination table?

Will you remove your glasses, please?

I'd like you to take a deep breath.

I want you to push as hard as you can.

EXERCISES

1. Transform the following simple instructions into more tactful ones, using a different expression each time.

Ex. Close your eyes.

Will you close your eyes, please?

1. Bend over.
2. Stand on one leg.
3. Open your mouth.
4. Lie on your stomach.
5. Take off your shoes and socks.

2. Put the following words in the right order to form correct sentences.

1. have / feeling / you / how / been / today?
2. to / to / your / I / listen / like / 'd / chest.
3. it / at / of / any / worse / time / is / particular / day?
4. the / are / medication / moment / you / at / taking / any?
5. you / your / keep / does / night / headache / at / awake?
6. few / been / pressure / we've / the / under / over / weeks / last.
7. trouble / seems / to / what / be / the?
8. did / the / when / come / pain / on / exactly?

DO IT YOURSELF

Pair work: Use the cues below to continue the following history taking by asking questions (**student 1**) and answering in full sentences (**student 2**).

nausea / 5 days / weight loss (4 kg) / vomiting / fever / diarrhoea / six or seven times a day / blood on the toilet paper / type of pain (colicky) / location of pain (low abdomen) / first time / Burkina Faso / local food / local water / vaccinations / past operations (appendectomy at age eleven) / alcohol.

Ex. **nausea / 5 days**

Student 1: What's brought you along today?

Student 2: I've been feeling nauseous.

Student 1: When did it start?

Student 2: It started 5 days ago...